



## Varnville Elementary

395 East Pine Street  
Varnville, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	419 Students	
<b>Principal</b>	Donna G. Kinard	803-943-2376
<b>Superintendent</b>	Dr. Douglas E. McTeer, Jr.	803-943-4576
<b>Board Chair</b>	Mr. Eugene Jenkins, Jr.	803-943-0547

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Good
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

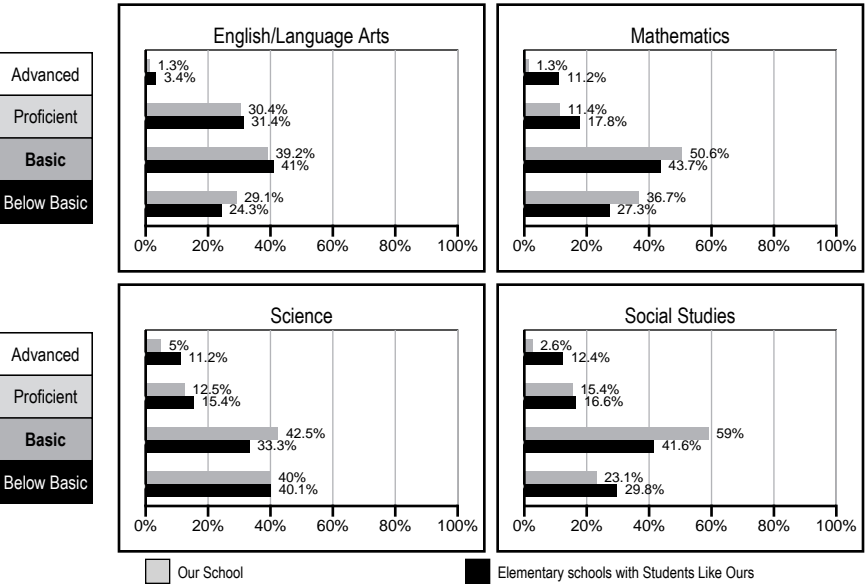
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ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	31	56	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=419)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.8%	100.0%	100.0%
Retention rate	2.8%	Up from 2.7%	2.8%	2.3%
Attendance rate	95.5%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Down from 4.5%	6.5%	10.4%
With disabilities other than speech	3.2%	Up from 2.7%	9.0%	7.5%
Older than usual for grade	1.6%	Up from 0.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	48.3%	Down from 53.6%	54.3%	56.7%
Continuing contract teachers	89.7%	Up from 78.6%	74.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	Up from 80.1%	85.6%	86.4%
Teacher attendance rate	93.7%	Down from 95.4%	94.9%	94.9%
Average teacher salary	\$44,280	Up 8.4%	\$44,371	\$45,345
Professional development days/teacher	12.4 days	Down from 24.8 days	13.4 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.2 to 1	17.9 to 1	18.5 to 1
Prime instructional time	87.9%	Down from 89.0%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,816	Up 23.6%	\$7,521	\$7,052
Percent of expenditures for instruction*	68.3%	Down from 69.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	61.9%	Down from 64.6%	63.8%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Varnville Elementary School is a three Red Carpet winner for having a family friendly atmosphere. We are excited to continue as a Child Development Educational Pilot Program (CDEPP) site and host four all day pre-kindergarten classes.

It is our goal to instill a deeper love of learning in our students. We utilize our highly qualified staff members and Six National Board Certified teachers to offer quality instruction to our students. Our students excel using the Academy of Reading and the Academy of Math, computer programs designed to assess and develop students' reading and math skills. We also continue to expand our opportunities in the arts. Six classroom teachers received District Arts Infusion grants to enhance classroom learning. We also received a \$5,000 Arts Curricular Grant to purchase hand bells for our students. Music students learned to play the recorder and the drums. Numerous students participated in a spring production of Cinderella. Students also gained knowledge about creative writing techniques from a visiting author. Further, we received five Palmetto Electric Bright Ideas grants, totaling \$5,000. Third grade teachers were the recipients of a Family Connection Grant- "Awareness: The Key to Friendship" that assisted in teaching acceptance of persons who are different. VES also received a \$1,500 SCASL Grant to purchase books.

Programs at VES include Student of the Week, Birthday Club, 3rd grade BUG (Bringing Up Grades) Club, Academic Presidential fitness Program, Honor Roll Awards, Principal's List, Perfect Attendance Award, "Book-It" Club, Jump Rope for Heart, Relay for Life, and Garden Club, Arbor Day Celebration, and Soil Conservation Poster Contests. One hundred percent of our students participated in The Governor's Reading Honor Roll reading initiative again this year. Students also participated in Read Across America Day with the Cat in the Hat. The success of VES is attributed to dedicated community members, business partners, parents, volunteers, faculty, and staff, district personnel, and Board of Trustees. We are proud of our accomplishments, and we believe our enthusiasm about learning is the key to our success.

Joyce Topper – SIC Chair  
G. Kinard - Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	78	41
Percent satisfied with learning environment	90.0%	79.5%	85.4%
Percent satisfied with social and physical environment	96.7%	82.1%	87.8%
Percent satisfied with school-home relations	86.7%	85.7%	85.0%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	84	100	29.1	39.2	30.4	1.3	43	36.9	48.2	Yes	Yes
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**Gender**

Male	41	100	39	34.1	26.8	0	34.1	30.8	41.7	N/A	N/A
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Female	43	100	18.4	44.7	34.2	2.6	52.6	44.1	55	N/A	N/A
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**Racial/Ethnic Group**

White	38	100	38.2	29.4	29.4	2.9	41.2	43.8	60	I/S	I/S
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African American	44	100	23.3	48.8	27.9	0	41.9	30.6	31.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	11	100	63.6	36.4	0	0	9.1	5	16	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	58	100	35.2	37	25.9	1.9	42.6	28	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	84	100	36.7	50.6	11.4	1.3	25.3	34.6	45.8	No	Yes
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**Gender**

Male	41	100	36.6	46.3	17.1	0	26.8	34.7	45.6	N/A	N/A
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Female	43	100	36.8	55.3	5.3	2.6	23.7	34.5	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	38	100	47.1	44.1	5.9	2.9	20.6	45.4	59	I/S	I/S
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African American	44	100	30.2	55.8	14	0	25.6	24.6	26.9	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	11	100	81.8	9.1	9.1	0	18.2	8.4	17.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	58	100	40.7	46.3	11.1	1.9	24.1	25.7	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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## Science

All Students	43	100	40	42.5	12.5	5	17.5	26.2	35.7	95.5	95.3
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## Gender

Male	21	100	38.1	38.1	19	4.8	23.8	28.5	37.4	95.2	95
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Female	22	100	42.1	47.4	5.3	5.3	10.5	23.4	33.8	95.7	95.7
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## Racial/Ethnic Group

White	18	100	40	46.7	0	13.3	13.3	36.8	49.2	95.1	94.7
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African American	23	100	43.5	43.5	13	0	13	17	17	95.8	95.8
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.6	97.3
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.1	95.7
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.2
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## Disability Status

Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	4.9	14	94.5	93.7
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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## English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.7	96.9
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## Socio-Economic Status

Subsided meals	30	100	44.4	40.7	7.4	7.4	14.8	17.8	21.1	95	94.9
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## Social Studies

All Students	41	100	23.1	59	15.4	2.6	17.9	21.4	34	95.5	95.3
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## Gender

Male	20	100	25	50	20	5	25	23.5	36.6	95.2	95
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Female	21	100	21.1	68.4	10.5	0	10.5	18.9	31.3	95.7	95.7
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## Racial/Ethnic Group

White	20	100	21.1	63.2	10.5	5.3	15.8	28.9	44.5	95.1	94.7
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African American	21	100	25	55	20	0	20	13.4	19.1	95.8	95.8
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.6	97.3
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.1	95.7
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.2
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## Disability Status

Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	5.5	14.4	94.5	93.7
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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## English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.7	96.9
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## Socio-Economic Status

Subsided meals	28	100	29.6	51.9	18.5	0	18.5	13.1	21	95	94.9
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	85	100	40	32.5	26.3	1.3	27.5
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	84	100	29.1	39.2	30.4	1.3	31.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	85	100	45	45	8.8	1.3	10
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	84	100	36.7	50.6	11.4	1.3	12.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	42	100	35.9	53.8	10.3	0	10.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	43	100	40	42.5	12.5	5	17.5
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	29.3	46.3	19.5	4.9	24.4
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	41	100	23.1	59	15.4	2.6	17.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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